DOCUMENT RESUME

ED 357 566 EC 302 110

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TITLE Corvallis School Inclusion Project.
PUB DATE Aug 92
NOTE 8p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; Instructional Effectiveness; *Learning Strategies; *Mainstreaming; Models; Program Effectiveness; Program Implementation; *Regular and Special Education Relationship; Secondary Education; Study Skills; *Team Teaching
IDENTIFIERS Corvallis School District 1 MT

ABSTRACT

The "Teach Me To... Teach Me, Too!" program is designed to meet the needs of secondary students with disabilities within the regular educational setting and with the regular educational curriculum. It utilizes a team teaching approach, allowing the regular educator and the special educator to work as a true team in an efficient and effective manner. The model involves pre-teaching key concepts to those students identified as having special learning needs; then teaching the entire class, often using cooperative learning groups; and subsequently giving special needs students an opportunity to review key concepts before testing occurs. The regular educator teaches course content, and 1 day a week the special educator presents a lesson on learning per se, focusing on learning styles, time management, notetaking, test-taking strategies, and other topics. Of 10 students with special needs who took part in this supported educational effort, all passed the course with a grade of "C" or better. (JDD)

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CORVALLIS SCHOOL INCLUSION PROJECT

CORVALLIS, MONTANA

Teach Me To . . .Teach **Me**, Too! is an experimental program designed to meet the needs of secondary students with disabilities within the regular educational setting and with the regular educational curriculum. It began in September of 1991 in Corvallis, Montana as a part of a grant awarded by the Toyota Corporation through the National Science Teachers Association. It was written by two Corvallis teachers, science teacher, Richard Rushton, and special educator, Jo Jakupcak. They wrote the program in response to the decision by the Corvallis Public School System to adopt a policy of inclusion for all students. The inclusion policy plans to educate all students, regardless of diversity of need, in the regular classroom. Each student considered is evaluated and placed in regular classes. Unique educational requirements, whether they for students with gifted abilities or handicapping disabilities, are met by service delivered primarily within the classroom setting. This philosophical shift calls for new models of service delivery, coupled with new methods of reaching all students in ways that enhanced educational opportunities for everyone.

The new models of service delivery for students with special

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needs are (a)Consultative Services; (b)Team Teaching; and (c)Tutorial Services. Of these models, Team Teaching offers the most direct classroom support to the students and most broadly addresses meeting the needs of all students within the classroom, with or without identified learning needs. Teach Me To . . Teach Me, Too!, which refers to every child's right to be taught to his or her highest level of understanding, is a proposal that allows the regular educator and the special educator to work as a true team in a manner that is both efficient and effective. It draws upon the specialties of each teacher and makes the content of each teacher's lesson more relevant to the students.

PRE-TEACH:

The first component of this model is to pre-teach key concepts to those students identified as having special learning needs. These students' ability levels have been established through the Child Study Team Process. Their learning differences may be due to a learning disability, a developmental delay, emotional disturbance, or attention deficit disorder. During a regularly scheduled lab session, these students, along with any other student from the class who is achieving a "C" or below, may opt to attend a preview lesson. This lesson, offered once a week, treats the same concept to be taught later in the week within the regular classtime. It is, however, taught with different materials. The underlying thought is that the student will not be merely memorizing the knowledge, but will be learning it on one set of materials, then generalizing to another set. This affords the

opportunity for each student to practice the higher level thinking skills of application and analysis.

TEACH:

The student then goes into the regular class with prior knowledge of the content to be learned. The teacher addresses the entire class, often using cooperative learning groups as a part of the lab setting. Peer tutoring and positive interdependence is encouraged. The students who have attended the pre-teach lab are often self-assured enough to be assigned as group leaders, demonstrating hands-on techniques to their classmates.

POST-TEACH:

Those students identified as needing special educational considerations are given an opportunity to review the key concepts before testing occurs. They use an array of memory enhancement techniques to study the material. Then they are tested on the same test as their classmates. These tests take place in the regular classroom, usually in the same time period as their peers' examinations. In a few instances, the test questions may be read aloud to allow for reading skill levels from two to six years below grade level.

STUDY SKILL CLASS PRESENTATIONS:

In the Teach Me model, the regular educator teaches the course

content, be it science, social studies, or literature. One day a week, the special educator presents a lesson on learning per se; that is, it may be a test of the individual student's modality preference, a survey of learning styles, or a demonstration of notetaking skills, test-taking strategies or time management tools. They are taught to think about thinking, to respond to learning tasks metacognitively. Occasionally, the special educator simply comes into the classroom during a lecture and models good notetaking skills on the overhead projector or the classroom board while the regular educator presents a lesson. Students are urged by the regular educator to apply the newly learned study skills to specific course materials and tasks. The entire class takes part in predicting individual grades and in setting new educational goals for themselves.

These activities are evaluated in a variety of ways. Each week the students do a five minute exercise that consists of writing a three-part journal entry. They summarize in a sentence or two what major concepts have been presented in the class that week, they predict what will be taught next, and they express one fear or concern about their own progress as a student. The two teachers take turns responding to these journal entries. They also share the task of checking notebooks for adherence to a sound notetaking system. On quarter and semester tests, the special education teacher provides a one page evaluative tool to check mastery of study skills and this score is factored into the students' total score for the class. Grades for all class members are studied quarterly by the team of teachers and students who

demonstrate a weakness are urged to attend the special lab sessions in order to receive small group attention in a less formal setting. Attendance for students without a handicapping condition is voluntary, those identified are asked to attend.

PROGRAM EVALUATION:

The first year of the **Teach Me To . . . Teach Me, Too!** program at Corvallis was very gratifying to teachers and administrators as well as to the students and parents. Of the ten students with special needs who took part in this supported educational effort, all ten passed the course with a grade of "C" or better. They each fulfilled every criteria for the class, writing reports, performing science lab experiments, and passing tests on the complete body of information presented to the whole class. Their grades were not altered in any way; expectations for their performance were not adjusted to allow for their handicapping condition. They achieved a mastery level of learning. In addition, 80 percent of the entire class achieved grades that were higher than either their self-predicted grade or their past year's grade in science. The remaining 20 percent were students who had problems with regard to regular school attendance due to a variety of reasons.

The personal stories are the most dramatic. One young student with severe social problems was assigned to function as the science teacher's permanent lab assistant. Within a month, he had learned to operate a complex set of computer programs and had changed from a victim who was frequently stuffed into lockers by other students,

who spit at others from the school bus windows, and who spoke in monosyllables into a self-assured young man who gives lessons to others in how to run the new computer. While his written language scores on standardized tests remain well below grade level, his science scores are in the 9oth percentile. He now speaks of bringing other skill areas up to a point that will allow him to undertake a college education.

Four of the ten students have, at one time in their educational career, been placed for a period of several years in self-contained special education classrooms. One of these students prepared an elaborate graphic display comparing Soviet rockets with American rockets for the science fair. The research and the writing was a real challenge for a person who reads and writes at a third grade level but who thinks at a ninth grade level. Another student in this group explained her own learning style and best method of study to a student teacher who was full of misgivings about how to teach students with learning differences within the regular classroom.

When program evaluators from the National Science Teacher's Association came to make a site visit, they mistook two of the students with special needs as being class leaders because of their pertinent questions and enthusiastic participation in classroom discussions. Three of the students have expressed serious interest in pursuing science at some level as a career choice. Furthermore, study skills presented in the context of a regular science classroom generalized for many of the 108 students involved with in-class presentations, with positive comments made by teachers in

other content area subjects. Learning how to study, how to communicate with teachers, and how to take tests became a school-wide achievement.

CONCLUSIONS:

With the awarding of the second-year continuation grant, the National Science Teacher's Association encouraged Corvallis to expand the present program to include other science classes, to examine data and to write and disseminate the results of this initial year of successful educational experimentation. The cost of the program was an investment of one hour per week from the science teacher to hold extra lab sessions and four hours per week from the special education teacher to present the one hour study skills sessions to each of the four sections of physical and earth science classes. While the grant monies awarded to Corvallis provided an extra computer and software in addition to an array of hands-on lab kits, it is the concepts of pre-teach, teach, and post-teach, coupled with high expectations for each student that are the core of this program's success.

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